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AUTHOR Eagle, Norman
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ABSTRACT

On a series of tables, data profile the affective and demographic characteristics of 1,500 regularly matriculated students who entered Bronx Community College (BCC) in Fall 1979. The data, collected on a specially prepared Freshman Information Form, indicate the level of satisfaction with the college curriculum, the primary language spoken at home, student educational objectives, the types of households students live in, the number of people living in students' households, household income, highest educational level attained by parents, the need for counseling services, marital status, and residency. Each of these areas is analyzed in terms of students' sex, ethnicity, veteran status, and employment status. Selected findings include the following: (1) 60% of the entering students were females; (2) 48% of the students were Hispanic and 40% were Black; (3) the median age of the students was 20 years; (4) 50% of the entering males were veterans; (5) 33% of the students spoke English as a second language; (6) 45% came from households with an annual income of less than $5,000; (7) only 22% of the students expected to earn nothing higher than an associate degree; and (8) financial aid and career planning were the two most cited areas of counseling need. Included in the report is a discussion of the representativeness of the respondent sample. (JP)

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Research Report: BCC 3-79

A Demographic Profile of Incoming Matriculated Students, Fall, 1979

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Dr. Norman Eagle, Director
Office of Institutional Research
October, 1979

Bronx Community College
of the City University of New York
"University Heights"
181st. Street & University Avenue
Bronx, N. Y. 10453

JC 800 553

Introduction

The need to know who our students are, and particularly the level of skills and the kinds of needs and problems they bring with them on entry into BCC, is basic to the formulation of programs and to the provision of supportive services for them.

Each Fall for the past eight years the Office of Institutional Research has published an academic and scholastic readiness profile of incoming students, by curriculum group. In this way the College has been able to monitor the magnitude of the need for remedial efforts in reading, writing, and mathematics, and to establish a kind of "baseline" student input profile, against which college "output" may be gauged. For example, a comparison of "success" rates (credits earned, graduation rates, semesters in attendance, etc.) among the different units of C.U.N.Y. cannot be meaningfully interpreted unless comparative data are also available on these "student inputs".

However, the description of our students would be incomplete if it were restricted to the cognitive realm. In fact recent studies, including a report completed by the B.C.C. Office of Institutional Research, have indicated that non-cognitive, non-scholastic, affective and demographic factors may be important elements associated with student performance in college. Therefore, if non-academic data are not collected on entering students, these data are unavailable as "control" information in the course of program evaluation. In addition, the Office of Institutional Research continually receives requests from proposal writers for statistics on student characteristics which are required for the completion of their applications. To satisfy these needs the Freshman Information Form (F.I.F.) was designed. It is now given routinely to every incoming class as the same time as placement examinations

are given. The first Demographic Profile of Incoming Matriculated students was issued for the Fall, 1975 entering class.

The basic demographic data contained in this report have been analyzed from four different perspectives: sex, ethnicity, veteran status, employment status.

The sample size (over 1,500) constitutes a large proportion of the total population of entering matriculated students (2,031). Never-the-less, the question of representativeness is always important in any survey. In this study representativeness was examined by comparing the distribution of student ages for both the sample and the "total population" of entering students. This comparison is made in Table 0.1, where it may be seen that the distributions are extremely close, reinforcing confidence in the generalizability of the findings.

A word of caution is indicated in judging differences between subgroup proportions reported in this document. It must be remembered that reliability of proportions and of the difference between proportions is a function of group size. The larger the group size, the greater the reliability. Differences between percents of 5% or less should not be given great weight, except at the very highest or very lowest percentile levels, and even greater differences based on small samples may not be reliable.

Summary of Tables and Charts

Sex

Table 1 shows that more females (60%) entered B.C.C. this Fall than males (40%), almost the exact proportions entering during the four previous Fall semesters. These proportions are also almost identical to the proportions for the class entering in the Fall of 1970, the first year of open admissions. In such curriculum areas as secretarial studies, education associate, and nursing, females are in the clear majority. The non-science liberal arts, business administration, and accounting curriculums are divided about equally between males and females. In the science and technology fields, males predominate, although a strong majority of pre-pharmacy students are females (small N). The proportion of black and Puerto Rican students within the female group is noticeably higher than the proportion within the male group, probably reflecting the high proportion of ethnic group students in the nursing program (Table 3).

Ethnic Group

The incoming hispanic population has now clearly overtaken the incoming population of black students. This has been a definite trend since 1970. The data (Table 3) show that approximately 40% of the incoming class are black, while approximately 48% are hispanic.* The representation of oriental students appears to be holding at about 3%.

*It is interesting that the C.U.N.Y. census for Fall 1977 showed a higher proportion of black than hispanic students, compared to our finding of a slightly greater proportion of hispanic students. Investigation revealed that the C.U.N.Y. census is taken at the time of registration, whereas our survey is based on students actually enrolled from two to three weeks after the beginning of the semester.

The strong representation of hispanic students in the Fall 1979 entering class is not surprising in view of the actual ethnic distribution in the Bronx population as a whole. U.S. census figures for 1975 show blacks and Puerto Ricans contributing exactly 27% to the total population of the borough.

The increasingly strong hispanic representation at the College may have important implications for the College program.

Age

The median age for the current entering class is nearly 20 (Table 2), which is one year higher than the median age of the Fall, 1976 class, but almost one year lower than the Fall 1978 entering class. Twenty-six percent are older than 26 years of age, compared with 22%, 21%, and 24% for the Fall classes of 1976 through 1978 respectively. By contrast, in the Fall of 1970 (first open admissions class), the median age of the entering class was less than 19, and only 3½ percent were older than 26. It is clear, therefore, that recently admitted students are increasingly older than students admitted at the outset of open admissions.

Further, female students continue to appear to be somewhat older than males in the Fall 1979 entering class. Table 2 reveals that 28% of the females are older than 26 years of age, as compared to 21% of the males. In the over 30 year old age group, the proportion of females (.16) is nearly double the proportion of males (.09).

Veteran Status

In the Spring 1975 semester one out of every two entering males was a veteran. Since then the proportion has dropped to one out of three in the Fall of 1975 and has levelled off to about 10% since then. Ten percent of the enrolling males in Fall 1979 are veterans, and of these nearly one half are black and over one third are hispanic (Table 4). The same proportions were found in last year's entering class.

Satisfaction with Curriculum at B.C.C.

The steady decline in the proportion of entering students who say they are "satisfied" with their B.C.C. curriculum, appears to have been turned around. Fifty-eight percent of the Fall 1976 entering students stated they were satisfied with their curriculae, compared with 53% in 1977 and 50% in 1978 (Table 6). However, 55% of the Fall 1979 entering class so attest. A large segment (43%) also continues to say that it is "uncertain". Only 3% of the Fall 1979 class are dissatisfied with their curriculum placements, as has been true for the past five years. Only insignificant differences between males and females are seen. Veterans appear to be slightly more satisfied and less dissatisfied than non-veterans, as was true last year (Table 7). Of the three major ethnic groups: white, black, Puerto Rican and other Spanish surnamed students, the latter group continues to show a noticeably higher proportion of satisfied students, although there are only slight differences among these groups in the proportion "dissatisfied". Whites continue to appear more "uncertain", and less"satisfied" than

other groups (Table 8). Students working full-time continue to be somewhat less satisfied and more uncertain than students working part-time or not working at all (Table 9).

Primary Language Spoken in the Home as a Child

One out of three entering students continues to state that a language other than English was the primary language spoken at home as child (Table 10). In the great majority of cases (28%) Spanish is the language spoken. Six percent of the students cite Italian as the primary language spoken in the home. These are essentially the same proportions as reported last year. There is a tendency for a somewhat higher proportion of males (.43) than females (.34) to come from households where English is not the primary language spoken in the home as a child. Veterans and non-veterans do not differ significantly (Table 11). Other languages which were primary in the homes of one or more percent of the incoming students are French, and (presumably) Chinese. When employment-status groups are compared for distributions of primary home languages, the "not working, not looking for work" group shows a higher proportion of students coming from Spanish speaking homes, and a lower proportion from English speaking homes, than is present in the other employment groups (Table 12). This is consistent with the findings since 1977. Similarly, students from Spanish speaking backgrounds show higher rates of unemployment than students from any other language background (Table 12, by calculation).

Highest Expected Educational Level

Only 22% of the Fall 1979 entering class expect to earn nothing higher than an Associate degree. Forty-two percent expect to earn a minimum of a Bachelor's degree, and the remaining 35% expect to earn higher graduate degrees. This pattern of "aspiration" is identical to that of last year's entering class. A higher proportion of males than females continues to expect to earn a post-baccalaureate degree while, conversely, a higher proportion of females than males continues to limit expectations to a two-year degree (Table 13).

Higher proportions of black and white students expect to earn post-baccalaureate degrees as compared with hispanic students (Table 14). Veterans state higher expectations for professional degrees than non veterans (Table 15). It may also be significant that students who are working, either full or part time, continue to show a higher proportion of higher degree expectation than students who are not working (Table 16).

Households in which Students Live

This year's entering class reveals that 53% live with their parents, about the same as in the two previous years (Table 17). Thirty-eight percent of the students are seen to have their own households, a higher proportion compared to the years prior to 1978. Perhaps this is related to the fact that recent entering classes have been somewhat older than earlier classes. When the data on households are analyzed by sex, it is seen that a markedly higher proportion of females (42%) have their own households than males (30%), while a higher proportion of males (57%) reside in their parents' households than females (48%). This confirms similar

findings from last year. The tendency continues for higher proportions of blacks and veterans to live in their own households as compared with non-black students or non-veterans (Tables 18 and 19). The difference between veterans and non-veterans is especially marked, as it has been over the past few years. We also continue to find that students working full-time or not working and not looking for work, are more likely to have their own households than students working part time, or who have been unable to find work (Table 20). It is easier to understand the high proportion of students working full-time who live in their own households, but more difficult to understand the high proportion of students not working and not looking for employment who also live in their own households.

Number of People Living in Students' Households

The distribution of the number of people with whom students live in their households has not changed since the Fall of 1975. During this period about one third of all students report living in households having five or more people (Table 21). No marked differences are seen between males and females (except for a slight tendency for more males to live alone). Significantly higher proportions of black and hispanic students live in large households (5 or more) than white students (Table 22). Veterans continue to show smaller households than non-veterans, probably because more veterans are married or otherwise not living with parents and siblings (Table 23). Students who work full-time show a stronger tendency to live alone or with one other person, than other students (Table 24).

Total Household Income

The increase in the proportion of students coming from households with total income levels less than $5,000 per year, noted over the past two years, receives confirmation from the current data. Whereas 40% and 38% of the Fall 1975 and 1976 classes, respectively, came from households earning less than $5,000, 48% of the Fall 1977 households, 46% of the Fall 1978 households, and 45% of the Fall 1979 households, show a total income less than this amount (Table 25). This continues to suggest a deteriorating employment situation for young people in the Bronx and, presumably, City. At the upper end of the income scale the proportions of households in the five most recent entering classes earning $15,000 a year or more have remained fairly constant at 8%, 10%, 8%, 8% and 7% respectively. Females continue to come from distinctly poorer households than males, a trend noted several years ago. Among the three major ethnic groups the difference continues to be very pronounced (Table 26), with hispanic households the poorest (50% below $5,000) and black households the next poorest (41% below $5,000), as compared with white student households (33% below $5,000). The proportions have been fairly stable for black and hispanic students, while white student proportions are more variable, revealing a decrease in the proportion of poor households (under $5,000) last year, but a slight increase this year. Whereas veterans appeared to be in a slightly better financial situation than non veterans in 1975, the 1976, 1977, and current reports indicate a reversal. For example, for the Fall 1977 entering class, 57% of veteran households reported incomes below $5,000 compared with 40% of the non veteran households. For the current entering class, 47% of the veterans report incomes below $5,000 compared with 38% of the non-veteran males (Table 27). It is not surprising to find that households of employed students (full or part time) show significantly

higher incomes than the households of unemployed students, and that students employed full time come from households having a significantly higher mean income than sudents from the other three employment-related categories of households (Table 28).

Highest Educational Level Attained by Fathers

Thirty-two percent of the Fall 1979 students report that the highest educational level attained by their fathers was that of elementary school graduate (Table 29), which is about the same proportion as reported last year, and slightly lower than the proportion for the Fall 1975 entering class. Also, the Fall 1979 entering class shows a slightly higher proportion of fathers with college experience (23%) as compared with the previous four Fall entering classes. Clear differences continue to be seen among ethnic groups. Hispanic fathers show the highest proportion having no more than an elementary school education (38%, as for the last two years) compared with 26% for black fathers, and 24% for white fathers (Table30). At the upper educational levels it may be seen that 26% of the black fathers and 35% of white fathers have had some college experience, compared with 16% of the hispanic fathers. A very slight "polarization" effect may be seem in the slight increase in the proportions of fathers at both ends of the education scale.

Highest Educational Level Attained by Mothers

A slightly lower proportion of mothers (28%) than fathers (32%) is seen to have had only an elementary school education, although no difference is seen in the

proportion having had some college experience (about 22%-23% for each group).

Students working full time appear to have mothers with somewhat lower levels of education (Table 32). Similarly, veterans tend to have higher proportions of mothers who are not elementary graduates or who have not had some college experience, as compared with non-veterans (Table 32), confirming last year's findings.

Requests for Counselling

All classes entering since the Fall of 1975 are seen to have nearly identical priorities in their requests for counselling services. Financial aid (37%) and curriculum career counselling (30%) continue to constitute the two strongest areas of need, with no differences seen between male and female students (Table 33).* Actually, in terms of numbers of students, it may be seen from Table 33 that 1,113 students requested financial aid counselling, 894 requested curriculum or career counselling, while 342 requested help with medical, health or "personal" problems (students were able to indicate multiple needs). No marked differences among the ethnic groups are seen with respect to the degree of need (requests) for the various kinds of counselling (Table 34). Veterans and non-veterans continue to show only slight differences in the pattern of their counselling needs (Table 35), while employment status continues to show no relation to the pattern of counselling needs (Table 36).

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* These are percentages of the total number of student (multiple) requests, yielding only relative degrees of need importance.

Marital Status

Table 37 shows that 14 percent of the incoming class categorize themselves as married and another 8% as "other than single or married" (probably separated or divorced). Thus, no change is seen over the past three years. This is a substantially higher proportion of non-single students than the average for U.S. community colleges in general, which in the Fall of 1976 was 3.1%.* A slightly higher proportion of males claims to be single, while a significantly higher proportion of females claims to be neither single nor married, that is, to be in the "other" category. Only slight differences are seen among ethnic groups (Table 38), while veterans continue to show higher probabilities of being married or in the "other" category (Table 39). Students employed full time continue to show higher probabilities of being married (.24), and less likely to be single, than students in other employment categories (Table 40).

Employment Status

Table 41 indicates that 36% of the entering class are working either full or part time, that a slightly higher proportion of males are working full or part time than females and, consequently, that a higher proportion of females than males are unemployed or not looking for work. These are consistent with the findings for the two previous Fall entering classes. There are very clear differences among ethnic groups (Table 42), with whites being most likely to be employed full or part time (.48), blacks next most likely (.39), and hispanics least likely (.32). The

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* Astin, A.A., King, M.R., and Richardson, G.T. "The American Freshman: National Norms for Fall 1976"., Graduate School of Education, University of California at Los Angeles, 1977, p. 55.

relationship between employment and veteran status is not clear. While no difference between veterans and non-veterans is seen in the proportion employed (full or part time), a higher proportion of non veterans seeking employment cannot find a job while a higher proportion of veterans are not working and not looking for a job (Table 43).

Student Residency

Approximately 99% of all incoming students live within the limits of New York City. Of New York City residents, the relative contribution by boroughs to the five most recent Fall entering classes is as follows:

	1975	1976	1977	1978	1979
Bronx	65%	68%	72%	70%	75%
Manhattan	26%	23%	22%	22%	21%
Brooklyn	5%	5%	4%	4%	3%
Queens	4%	4%	3%	5%	2%
Staten Island	negligible	negligible	negligible	none	none

Zip code area concentrations of students are shown in Figure 1. It is evident that the highest concentrations of entering students have come from six zip code areas in the southwest Bronx closest to the College, with one area in east-central Bronx, and one area in north-central Bronx, also well represented. In fact, 48% of the entire entering class came from these eight zip code areas this year, compared with 40% last year. The East Harlem (hispanic) area of Manhattan which sent a significant proportion of students to the College in 1975 has not been as well represented in recent entering classes. It may be seen from the Figure that there are several areas in the Bronx, and especially in upper Manhattan which could, conceivably, contribute more students to the college than they do now. In fact, the above Table discloses that freshman

enrollment at the College has, over the past five years, tended to become more and more restricted to Bronx sources. For example, whereas 35% of the Fall 1975 entering class came from outside the Bronx, only 25% did so in Fall 1979. Half of this 10% slippage is represented by a decline in the Manhattan representation.

NE:ss

Table 0.1 Age agreement between Sample and Population, Fall, 1979.

Age	Population (Form A)	Sample
17-19	.40	.40
20-22	.19	.20
23-24	.07	.07
25-29	.14	.16
30-34	.09	.09*
35-39	.05 \ .12	> .09#
40+	.07 /	
	1.01	1.01

*by extrapolation, due to non agreement of age band limits between Form A and Profile study report.

#remaining from 1.01.

Table 1. Distribution of sex, veteran status, and ethnic group, within curriculae. (Table numbers, excepting Ns, are percents).

Curriculum	N	Sex		Males		Ethnic Groups					
		M	F	Vets	Non V	White	Black	P.R.	Other Sp.Sur.	Orient.	Other
Accounting	138	.49	.51	.07	.93	.06	.43	.36	.11	.02	.03
Secretarial	183	.02	.98	.25	.75	.01	.26	.50	.20	.02	.01
Data Processing	111	.60	.40	.09	.91	.06	.39	.43	.06	-	.06
Ret. Bus. Management	32	.56	.44	.06	.94	.14	.41	.31	.07	-	.07
Bus. Adm.	122	.48	.52	.05	.95	.08	.41	.33	.09	.04	.05
Ed. Associate	67	.15	.85	.10	.90	.00	.32	.48	.16	.02	.03
Elec. Tech.	81	.99	.01	.10	.90	.06	.31	.42	.19	.01	.01
Mech. Tech.	17	1.00	.00	.00	1.00	.07	.33	.40	.13	.07	-
Pre-Nursing	253	.09	.91	.27	.73	.06	.54	.28	.05	.03	.05
Eng. Science	75	.89	.11	.07	.93	.04	.35	.19	.29	.06	.07
Pre Pharmacy	19	.37	.63	.29	.71	.11	.37	.32	.16	-	.05
Music and Perf. Arts	32	.69	.31	.14	.86	.10	.41	.28	.17	.03	-
Non Science Liberal Arts	265	.45	.55	.11	.89	.10	.43	.28	.12	.03	.04
Liberal Arts Science	37	.65	.35	.08	.92	.09	.28	.41	.06	.06	.09
Total N*	1432										
p#		.40	.60	.10	.90	.06	.40	.35	.13	.03	.04

#proportions of ethnic groups based on a sum of 1413 responses (see Table 3).
*includes students in broader range of curriculum areas.

Table 2. Age distribution of Fall 1979 entering matriculated students.

Age	Males			Females			Total		
	N	p	cp	N	p	cp	N	p	cp
17	7	.01	.01	13	.01	.01	20	.01	.01
18	141	.23	.24	201	.22	.23	342	.23	.24
19	100	.16	.40	143	.16	.39	243	.16	.40
20	60	.10	.50	74	.08	.47	134	.09	.49
21	41	.07	.57	55	.06	.53	96	.06	.55
22	32	.05	.62	44	.05	.58	76	.05	.60
23	30	.05	.67	38	.04	.62	68	.04	.64
24	23	.04	.71	30	.03	.65	53	.03	.67
25	33	.05	.76	35	.04	.69	68	.04	.71
26	20	.03	.79	27	.03	.72	47	.03	.74
27	22	.04	.83	25	.03	.75	47	.03	.77
28	14	.02	.85	25	.03	.78	39	.03	.80
29	18	.03	.88	27	.03	.81	45	.03	.83
30	17	.03	.91	22	.03	.84	39	.03	.86
31-35	33	.05	.96	84	.09	.93	117	.08	.94
36-40	12	.02	.98	35	.04	.97	47	.03	.97
41-50	4	.01	.99	25	.03	1.00	29	.02	.99
51-60	1	.00	.99	2	.00	1.00	3	.00	.99
Over 60	0	-	-	3	.00	1.00	3	.00	.99
Total	608			908			1516		

Table 3. Ethnic distribution within sex groups.

		Ethnic Groups					
Sex group	N	White	Black	Puerto-Rican	Other Spanish Surname	Oriental	Other
Male	564	53 (.09)	206 (.37)	177 (.31)	86 (.15)	21 (.04)	21 (.04)
Female	849	35 (.04)	359 (.42)	315 (.37)	94 (.11)	16 (.02)	30 (.04)
Total	1413	88 (.06)	565 (.40)	492 (.35)	180 (.13)	37 (.03)	51 (.04)

Table 4. Ethnic distribution by veteran status.

Veteran Status (males)	N	Ethnic Groups: White	Black	Puerto-Rican	Other Spanish Surname	Oriental	Other
Veterans	56	1 (.02)	26 (.46)	22 (.39)	6 (.11)	0 -	1 (.02)
Non Vets	509	53 (.10)	180 (.35)	155 (.30)	80 (.16)	21 (.04)	20 (.04)
Total	565	54 (.10)	206 (.36)	177 (.31)	86 (.15)	21 (.04)	21 (.04)

Table 5. Ethnic distribution by employment status.

Employment Status	N	Ethnic Groups: White	Black	Puerto Rican	Other Spanish Surname	Oriental	Other
Full Time	287	22 (.08)	123 (.43)	86 (.30)	40 (.14)	5 (.02)	11 (.04)
Part Time	193	17 (.09)	85 (.44)	53 (.27)	21 (.11)	10 (.05)	7 (.04)
Not working - can't find job	591	22 (.04)	239 (.40)	226 (.38)	64 (.11)	13 (.02)	27 (.05)
Not working - not looking	268	21 (.08)	81 (.30)	103 (.38)	47 (.18)	9 (.03)	7 (.03)
Total	1339	82 (.06)	528 (.39)	468 (.35)	172 (.13)	37 (.03)	52 (.04)

Table 6. Satisfaction with B.C.C. curriculum, by sex group.

Sex Group	N	Satisfaction with B.C.C. Curriculum		
		Dissatisfied	Uncertain	Satisfied
Male	542	17 (.03)	242 (.45)	283 (.52)
Female	855	19 (.02)	355 (.42)	481 (.56)
Total	1397	36 (.03)	597 (.43)	764 (.55)

Table 7. Satisfaction with B.C.C. curriculum, by veteran status.

Veteran Status (males)	N	Satisfaction with B.C.C. Curriculum		
		Dissatisfied	Uncertain	Satisfied
Veterans	50	1 (.02)	20 (.40)	29 (.58)
Non-Veterans	492	16 (.03)	222 (.45)	254 (.52)
Total	542	17 (.03)	242 (.45)	283 (.52)

Table 8. Satisfaction with B.C.C. curriculum, by ethnic group.

Ethnic Group	N	Satisfaction with B.C.C. Curriculum: Dissatisfied	Uncertain	Satisfied
White	81	1 (.01)	47 (.58)	33 (.41)
Black	516	14 (.03)	235 (.46)	267 (.52)
Puerto Rican and other Spanish Surname	617	14 (.02)	247 (.40)	356 (.58)
Total	1214	29 (.02)	529 (.44)	656 (.54)

Table 9. Satisfaction with B.C.C. Curriculum, by employment status

Employment Status	N	Satisfaction with B.C.C. curriculum: Dissatisfied	Uncertain	Satisfied
Full Time	283	10 (.04)	129 (.46)	144 (.51)
Part Time	195	7 (.04)	85 (.44)	103 (.53)
Not working - can't find job	582	12 (.02)	248 (.43)	322 (.55)
Not working - not looking	268	6 (.02)	101 (.38)	161 (.60)
Total	1328	35 (.03)	563 (.42)	730 (.55)

Table 10. Primary language spoken in the home as a child, by sex group.

Sex Group	N	Primary Language									
		English	Spanish	Italian	French	Hebrew or Yiddish	German	Slavic	Oriental	Greek	Other
Male	592	340 (.57)	182 (.31)	48 (.08)	5 (.01)	2 (.00)	1 (.00)	0 -	8 (.01)	1 (.00)	5 (.01)
Female	884	586 (.66)	237 (.27)	44 (.05)	4 (.00)	3 (.00)	0 -	0 -	2 (.00)	1 (.00)	7 (.01)
Total	1476	926 (.63)	419 (.28)	92 (.06)	9 (.01)	5 (.00)	1 (.00)	0 -	10 (.01)	2 (.00)	12 (.01)

Table 11. Primary Language spoken in the home as a child, by veteran status.

Veteran Status (males)	N	Primary Language: English	Spanish	Italian	French	Hebrew or Yiddish	German	Slavic	Oriental	Greek	Other
Veterans	59	32 (.54)	21 (.36)	5 (.08)	1 (.02)	0 -	0 -	0 -	0 -	0 -	0 -
Non-veterans	533	308 (.58)	161 (.30)	43 (.08)	4 (.01)	2 (.00)	1 (.00)	0 -	8 (.02)	1 (.00)	5 (.01)
Total	592	340 (.57)	182 (.31)	48 (.08)	5 (.01)	2 (.00)	1 (.00)	0 -	8 (.01)	1 (.00)	5 (.01)

Table 12. Primary language spoken in the home as a child, by employment status.

Employment Status	N	Primary Language			
		English	Spanish	Italian	Others
Full Time	300	204 (.68)	72 (.24)	18 (.06)	6 (.02)
Part Time	203	131 (.65)	48 (.24)	17 (.08)	7 (.03)
Not working - can't find job	602	379 (.63)	172 (.29)	34 (.06)	17 (.03)
Not working - not looking	283	148 (.52)	108 (.38)	19 (.07)	8 (.03)
Total	1388	862 (.62)	400 (.29)	88 (.06)	38 (.03)

Table 13. Highest educational level expected, by sex group.

Sex Group	N	Highest Educational Level: 1 Year or less of college	2 Year degree	4 Year degree	5 Year degree	Doctorate or Professional degree
Male	595	9 (.02)	97 (.16)	246 (.41)	141 (.24)	102 (.17)
Female	894	2 (.00)	222 (.25)	379 (.42)	193 (.22)	98 (.11)
Total	1489	11 (.01)	319 (.21)	625 (.42)	334 (.22)	200 (.13)

Table 14. Highest educational level expected, by ethnic group.

Ethnic Group	N	Highest Educational Level: 1 Year or less of college	2 Year degree	4 Year degree	5 Year degree	Doctorate or Professional degree
White	84	0 -	22 (.26)	27 (.32)	22 (.26)	13 (.15)
Black	554	1 (.00)	68 (.12)	242 (.44)	150 (.27)	93 (.17)
Puerto Rican and other Spanish Surname	654	7 (.01)	195 (.30)	278 (.43)	118 (.18)	56 (.09)
Total	1292	8 (.01)	285 (.22)	547 (.42)	290 (.22)	162 (.13)

Table 15. Highest educational level expected, by veteran status.

Veteran Status (Males)	N	Highest Educational Level: 1 Year or less of college	2 Year degree	4 Year degree	5 Year degree	Doctorate or Professional degree
Veteran	58	0 -	6 (.10)	20 (.34)	14 (.24)	18 (.31)
Non Veteran	537	9 (.02)	91 (.17)	226 (.42)	127 (.24)	84 (.16)
Total	595	9 (.02)	97 (.16)	246 (.41)	141 (.24)	102 (.17)

Table 16. Highest education level expected, by employment status.

Employment status	N	Highest Educational Level: 1 Year or less of college	2 Year degree	4 Year degree	5 Year degree	Doctorate or Professional degree
Full Time	299	2 (.01)	43 (.14)	128 (.43)	78 (.26)	48 (.16)
Part Time	208	2 (.01)	32 (.15)	94 (.45)	48 (.23)	32 (.15)
Not working-can't find job	616	3 (.00)	139 (.23)	263 (.43)	137 (.22)	74 (.12)
Not working-Not Looking	281	4 (.01)	94 (.33)	107 (.38)	47 (.17)	29 (.10)
Total	1404	11 (.01)	308 (.22)	592 (.42)	310 (.22)	183 (.13)

Table 17. Households in which students live, by sex group.

Sex Group	N	Nature of Household: Your Parent's Household	Your own Household	Someone Else's Household
Male	602	342 (.57)	183 (.30)	77 (.13)
Female	918	444 (.48)	387 (.42)	87 (.09)
Total	1520	786 (.52)	570 (.38)	164 (.11)

Table 18. Households in which students live, by ethnic group.

Ethnic Group	N	Nature of Household: Parent's Household	Own Household	Someone Else's Household
White	88	49 (.56)	34 (.39)	5 (.06)
Black	562	287 (.51)	229 (.41)	46 (.08)
Puerto Rican and Other Spanish Surname	669	343 (.51)	246 (.37)	80 (.12)
Total	1319	679 (.51)	509 (.39)	131 (.10)

Table 19. Households in which students live, by veteran status.

Veteran Status (males)	N	Nature of Household: Parent's Household	Own Household	Someone Else's Household
Veteran	57	4 (.07)	45 (.79)	8 (.14)
Non-Veteran	545	338 (.62)	138 (.25)	69 (.13)
Total	602	342 (.57)	183 (.30)	77 (.13)

Table 20. Households in which students live, by employment status.

Employment Status	N	Nature of Household: Parent's Household	Own Household	Someone Else's Household
Full Time	310	83 (.27)	194 (.63)	33 (.11)
Part Time	208	120 (.58)	67 (.32)	21 (.10)
Not working - can't find job	627	395 (.63)	160 (.26)	72 (.11)
Not working - not looking	289	146 (.51)	112 (.39)	31 (.11)
Total	1434	744 (.52)	533 (.37)	157 (.11)

Table 21. Number of people living in household, by sex group.

Sex group	N	Number of People									
		1	2	3	4	5	6	7	8	9	More than 9
Male	596	79 (.13)	86 (.14)	121 (.20)	127 (.21)	82 (.14)	56 (.09)	23 (.04)	12 (.02)	6 (.01)	4 (.01)
Female	908	52 (.06)	166 (.18)	197 (.22)	187 (.21)	127 (.14)	97 (.11)	38 (.04)	24 (.03)	13 (.01)	7 (.01)
Total	1504	131 (.09)	252 (.17)	318 (.21)	314 (.21)	209 (.14)	153 (.10)	61 (.04)	36 (.02)	19 (.01)	11 (.01)

Table 22. Number of people living in household, by ethnic group.

Ethnic Group	N	Number of People									
		1	2	3	4	5	6	7	8	9	More than 9
White	87	7 (.08)	17 (.20)	19 (.22)	23 (.26)	10 (.11)	9 (.10)	2 (.02)	0 -	0 -	0 -
Black	556	57 (.10)	92 (.17)	114 (.21)	115 (.21)	74 (.13)	59 (.11)	24 (.04)	13 (.02)	4 (.01)	4 (.01)
Puerto Rican and other Spanish Surname	662	52 (.08)	121 (.18)	146 (.22)	131 (.20)	92 (.14)	59 (.09)	29 (.04)	19 (.03)	10 (.02)	3 -
Total	1305	116 (.09)	230 (.18)	279 (.21)	269 (.21)	176 (.13)	127 (.10)	55 (.04)	32 (.02)	14 (.01)	7 (.01)

Table 23. Number of people living in household, by veteran status.

Veteran Status (Males)	N	Number of People 1	2	3	4	5	6	7	8	9	More than 9
Veterans	55	21 (.38)	12 (.22)	13 (.24)	5 (.09)	2 (.04)	2 (.04)	0 -	0 -	0 -	0 -
Non-Veterans	541	58 (.11)	74 (.14)	108 (.20)	122 (.23)	80 (.15)	54 (.10)	23 (.04)	12 (.02)	6 (.01)	4 (.01)
Total	596	79 (.13)	86 (.14)	121 (.20)	127 (.21)	82 (.14)	56 (.09)	23 (.04)	12 (.02)	6 (.01)	4 (.01)

Table 24. Number of people living in household, by employment.

Employment Status	N	Number of People 1	2	3	4	5	6	7	8	9	More than 9
Full Time	300	48 (.16)	63 (.21)	65 (.22)	54 (.18)	26 (.09)	23 (.08)	10 (.03)	3 (.01)	4 (.01)	4 (.01)
Part Time	212	17 (.08)	34 (.16)	42 (.20)	45 (.21)	32 (.15)	27 (.13)	7 (.03)	4 (.02)	3 (.01)	1 -
Not working-can't find job	623	47 (.08)	94 (.15)	116 (.19)	136 (.22)	103 (.17)	68 (.11)	30 (.05)	21 (.03)	5 (.01)	3 -
Not working-not looking	285	14 (.05)	33 (.12)	79 (.28)	66 (.23)	39 (.14)	28 (.10)	11 (.04)	7 (.02)	6 (.02)	2 (.01)
Total	1420	126 (.09)	224 (.16)	302 (.21)	301 (.21)	200 (.14)	146 (.10)	58 (.04)	35 (.02)	18 (.01)	10 (.01)

Table 25. Total household income during the past year (salaries, pentions, social security, public assistance, investments) of all people in the household, by sex group.

Sex Group	N	Total Income: Less than $3,700	3,700 to 4,999	5,000 to 7,499	7,500 to 9,999	10,000 to 12,499	12,500 to 14,999	15,000 to 17,499	17,500 to 19,999	20,000 and over
Male	437	117 (.27)	54 (.12)	80 (.18)	62 (.14)	64 (.15)	22 (.05)	16 (.04)	13 (.03	9 (.02)
Female	682	207 (.30)	122 (.18)	114 (.17)	80 (.12)	80 (.12)	34 (.05)	26 (.04)	12 (.02)	7 (.01)
Total	1119	324 (.29)	176 (.16)	194 (.17)	142 (.13)	144 (.13)	56 (.05)	42 (.04)	25 (.02)	16 (.01)

Table 26. Total household income during the past year (salaries, pensions, social security, public assistance, investments) of all people in the household by ethnic group.

Total Income

Ethnic Group	N	Less than $3,700	3,700 to 4,999	5,000 to 7,499	7,500 to 9,999	10,000 to 12,499	12,500 to 14,999	15,000 to 17,499	17,500 to 19,999	20,000 and over
White	58	11 (.19)	10 (.17)	8 (.14)	8 (.14)	7 (.12)	1 (.02)	4 (.07)	8 (.14)	1 (.02)
Black	413	115 (.28)	55 (.13)	79 (.19)	47 (.11)	63 (.15)	23 (.06)	14 (.03)	9 (.02)	8 (.02)
Puerto Rican and other Spanish Surnames	513	159 (.31)	96 (.19)	84 (.16)	65 (.13)	60 (.12)	25 (.05)	15 (.03)	6 (.01)	3 (.01)
Total	984	285 (.29)	161 (.16)	171 (.17)	120 (.12)	130 (.13)	49 (.05)	33 (.03)	23 (.02)	12 (.01)

Table 27. Total household income during the past year (salaries, pensions, social security, public assistance, investments) of all people in the household by veteran status.

Total Income

Veteran Status (males)	N	Less than $3,700	3,700 to 4,999	5,000 to 7,499	7,500 to 9,999	10,000 to 12,499	12,500 to 14,999	15,000 to 17,499	17,500 to 19,999	20,000 and over
Veterans	49	13 (.27)	10 (.20)	11 (.22)	5 (.10)	4 (.08)	1 (.02)	2 (.04)	0 -	3 (.06)
Non-Veterans	388	104 (.27)	44 (.11)	69 (.18)	57 (.15)	60 (.15)	21 (.05)	14 (.04)	13 (.03)	6 (.02)
Total	437	117 (.27)	54 (.12)	80 (.18)	62 (.14)	64 (.15)	22 (.05)	16 (.04)	13 (.03)	9 (.02)

Table 28. Total household income during the past year (salaries, pensions, social security, public assistance, investments) of all people in the household by employment status.

Employment Status	N	Total Income: Less than $3,700	3,700 to 4,999	5,000 to 7,499	7,500 to 9,999	10,000 to 12,999	12,500 to 14,999	15,000 to 17,499	17,500 to 19,999	20,000 to over
Full Time	242	35 (.14)	16 (.07)	38 (.16)	49 (.20)	48 (.20)	22 (.09)	17 (.07)	12 (.05)	5 (.02)
Part Time	148	27 (.18)	21 (.14)	32 (.22)	25 (.17)	21 (.14)	9 (.06)	5 (.03)	3 (.02)	5 (.03)
Not working-can't find job.	457	163 (.36)	87 (.19)	79 (.17)	39 (.09)	53 (.12)	12 (.03)	13 (.03)	7 (.02)	4 (.01)
Not working-not looking	219	71 (.32)	46 (.21)	37 (.17)	22 (.10)	19 (.09)	12 (.05)	7 (.03)	3 (.01)	2 (.01)
Total	1066	296 (.28)	170 (.16)	186 (.17)	135 (.13)	141 (.13)	55 (.05)	42 (.04)	25 (.02)	16 (.02)

Table 29. Father's highest educational level attained, by sex group.

Sex Group	N	Highest Educational Level: Not an elem. school graduate	Elem. school graduate	Some high school	High school graduate	Some college	College graduate
Male	459	60 (.13)	75 (.16)	79 (.17)	128 (.28)	80 (.17)	37 (.08)
Female	688	76 (.11)	150 (.22)	143 (.21)	175 (.25)	101 (.15)	43 (.06)
Total	1147	136 (.12)	225 (.20)	222 (.19)	303 (.26)	181 (.16)	80 (.07)

Table 30. Father's highest educational level attained, by ethnic group.

Ethnic Group	N	Highest Educational Level: Not an elem. school graduate	Elem. school graduate	Some high school	High school graduate	Some college	College graduate
White	77	9 (.12)	9 (.12)	13 (.17)	19 (.25)	21 (.27)	6 (.08)
Black	408	31 (.08)	72 (.18)	64 (.16)	134 (.33)	70 (.17)	37 (.09)
Puerton Rican or other Spanish Surname	509	78 (.15)	117 (.23)	121 (.24)	108 (.21)	58 (.11)	27 (.05)
Total	994	118 (.12)	198 (.20)	198 (.20)	261 (.26)	149 (.15)	70 (.07)

Table 31. Mother's highest educational level attained, by veteran status.

Veteran Status (males)	N	Highest Educational Level: Not an elem. school graduate	Elem. school graduate	Some high school	High school graduate	Some college	College graduate
Veterans	50	11 (.22)	9 (.18)	7 (.14)	15 (.30)	7 (.14)	1 (.02)
Non-Veterans	447	52 (.12)	61 (.14)	93 (.21)	124 (.28)	76 (.17)	41 (.09)
Total	497	63 (.13)	70 (.14)	100 (.20)	139 (.28)	83 (.17)	42 (.08)

Table 32. Mothers' highest educational level attained, by employment status.

Employment Status	N	Highest Educational Level: Not an elem. school graduate	Elem. school graduate	Some high school	High school graduate	Some college	College graduate
Full Time	272	42 (.15)	52 (.19)	54 (.20)	69 (.25)	39 (.14)	16 (.06)
Part Time	180	23 (.13)	25 (.14)	24 (.13)	59 (.33)	32 (.18)	17 (.09)
Not working. can't find job	515	53 (.10)	83 (.16)	107 (.21)	155 (.30)	84 (.16)	33 (.06)
Not working. not looking	248	26 (.10)	33 (.13)	67 (.27)	66 (.26)	39 (.16)	17 (.07)
Total	1215	144 (.12)	193 (.16)	252 (.21)	349 (.29)	194 (.16)	83 (.07)

Table 33. Counselling requested, by sex group.

Sex Group	N	Areas of Counselling: Financial Aid	Academic Aid	Curriculum or career	Medical-Health	Personal	Other
Male	1219*	441 (.36)	237 (.19)	356 (.29)	72 (.06)	81 (.07)	32 (.03)
Female	1796*	672 (.37)	341 (.19)	538 (.30)	100 (.06)	89 (.05)	56 (.03)
Total	3015*	1113 (.37)	578 (.19)	894 (.30)	172 (.06)	170 (.06)	88 (.03)

*Multiple responses permitted.

Table 34. Counselling requested, by ethnic group.

Areas of Counselling

Ethnic Group	N	Financial Aid	Academic Aid	Curruculum or career	Medical Health	Personal	Other
White	136*	53 (.39)	23 (.17)	46 (.34)	3 (.02)	9 (.07)	2 (.01)
Black	1177*	420 (.36)	235 (.20)	348 (.30)	69 (.06)	67 (.06)	38 (.03)
Puerto Rican and other Spanish Surname	1317*	510 (.39)	243 (.18)	383 (.29)	76 (.06)	68 (.05)	37 (.03)
Total	2630*	983 (.37)	501 (.19)	777 (.30)	148 (.06)	144 (.05)	77 (.03)

*Multiple responses permitted

Table 35. Counselling requested, by veteran status.

Veteran Status (males)	N	Areas of Counselling: Financial Aid	Academic Aid	Curriculum or Career	Medical-Health	Personal	Other
Veterans	122*	39 (.32)	28 (.23)	34 (.28)	10 (.08)	5 (.04)	6 (.05)
Non-Veterans	1097*	404 (.37)	209 (.19)	322 (.29)	62 (.06)	76 (.07)	26 (.02)
Total	1219*	441 (.36)	237 (.19)	356 (.29)	72 (.06)	81 (.07)	32 (.03)

*Multiple responses permitted

Table 36. Counselling requested, by employment status.

Employment Status	N	Areas & Counselling: Financial Aid	Academic Aid	Curriculum or Career	Medical-Health	Personal	Other
Full Time	626*	230 (.37)	123 (.20)	192 (.31)	31 (.05)	34 (.05)	16 (.03)
Part Time	411*	150 (.36)	83 (.20)	119 (.29)	25 (.06)	23 (.06)	11 (.03)
Not Working Can!t find job	1260*	478 (.38)	232 (.18)	364 (.29)	80 (.06)	64 (.05)	42 (.03)
Not Working Not looking	528*	193 (.37)	102 (.19)	164 (.31)	23 (.04)	34 (.06)	12 (.02)
Total	2825*	1051 (.37)	540 (.19)	839 (.30)	159 (.06)	155 (.05)	81 (.03)

*Multiple responses permitted.

Table 37. Marital Status by sex.

		Marital Status		
Sex	N	Married	Single	Other
Males	610	91 (.15)	491 (.80)	28 (.05)
Females	911	115 (.13)	695 (.76)	101 (.11)
Total	1521	206 (.14)	1186 (.78)	129 (.08)

Table 38. Marital Status by ethnic group.

Ethnic group	N	Marital Status		
		Married	Single	Other
White	88	9 (.10)	70 (.80)	9 (.10)
Black	561	65 (.12)	456 (.81)	40 (.07)
Puerto Rican and other Spanish Surname	669	97 (.14)	506 (.76)	66 (.10)
Total	1318	171 (.13)	1032 (.78)	115 (.09)

Table 39. Marital Status by Veteran Status.

Veteran Status (Males)	N	Marital Status: Married	Single	Other
Veterans	57	20 (.35)	32 (.56)	5 (.09)
Non-Veteran	553	71 (.13)	459 (.83)	23 (.04)
Total	610	91 (.15)	491 (.80)	28 (.05)

Table 40. Marital Status by Employment Status.

Employment Status	N	Marital Status: Married	Single	Other
Full Time	308	75 (.24)	196 (.64)	37 (.12)
Part Time	212	32 (.15)	161 (.76)	19 (.09)
Not working - (can't find job)	625	58 (.09)	540 (.86)	27 (.04)
Not working - (not looking)	289	33 (.11)	217 (.75)	39 (.13)
Total	1434	198 (.14)	1114 (.78)	122 (.09)

Table 41. Employment status by sex.

Sex	N	Employment status: Working Full Time	Working Part Time	Not working - Can't find job	Not working - Not looking
Male	582	142 (.24)	95 (.16)	255 (.44)	90 (.15)
Female	860	168 (.20)	117 (.14)	375 (.44)	200 (.23)
Total	1442	310 (.21)	212 (.15)	630 (.44)	290 (.20)

Table 42. Employment status of ethnic group.

Ethnic Group	N	Employment Status: Working Full Time	Working Part Time	Not working - Can't find job	Not working - Not looking
White	82	22 (.27)	17 (.21)	22 (.27)	21 (.26)
Black	528	123 (.23)	85 (.16)	239 (.45)	81 (.15)
Puerto Rican and other Spanish Surname	640	126 (.20)	74 (.12)	290 (.45)	150 (.23)
Total	1240	271 (.22)	176 (.14)	551 (.44)	252 (.20)

Table 43. Employment status of veteran status.

Veteran Status (Males)	N	Employment Status: Working Full time	Working Part time	Not working- Can't find job	Not working- Not looking
Veterans	56	14 (.25)	9 (.16)	20 (.36)	13 (.23)
Non-Veterans	526	128 (.24)	86 (.16)	235 (.45)	77 (.15)
Total	582	142 (.24)	95 (.16)	255 (.44)	90 (.15)

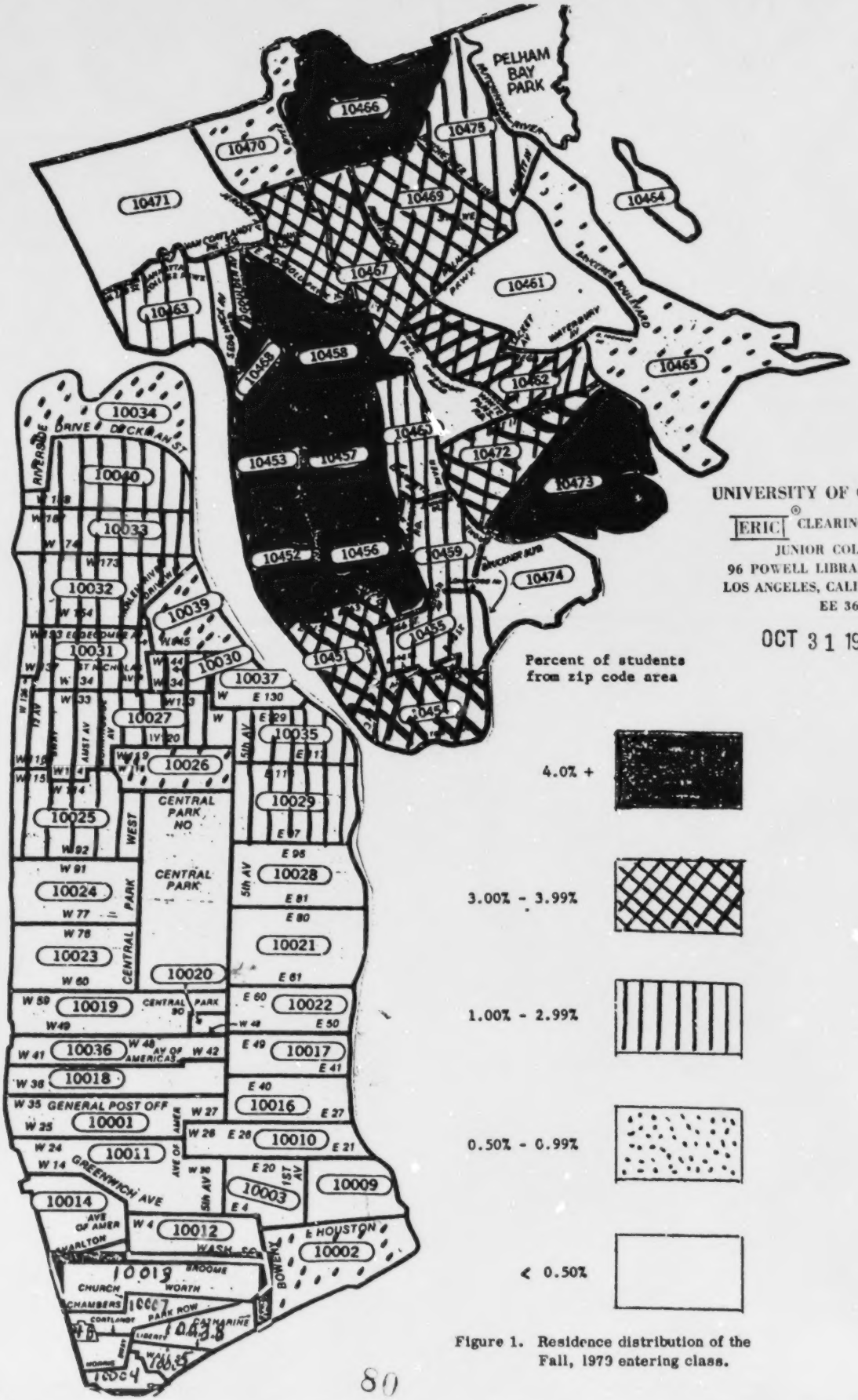

Figure 1. Residence distribution of the Fall, 1979 entering class.